

THE RELATIONSHIP BETWEEN KNOWLEDGE, PERCEPTIONS, AND SUBJECTIVE NORMS WITH ADOLESCENT ATTITUDES RELATED TO GENDER EQUALITY AT THE DARUL HUFFAZ ISLAMIC BOARDING SCHOOL IN LAMPUNG IN 2025

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Abstract

This study aimed to examine the relationship between knowledge, perceptions, and subjective norms with adolescents' attitudes toward gender equality at Darul Huffaz Islamic Boarding School, Pesawaran Regency. A quantitative cross-sectional design was applied with a population of 450 students and a sample of 127 male and female students from grades X–XII. Data were collected through questionnaires measuring knowledge, perception, subjective norms, and attitudes toward gender equality. Spearman's correlation test was used as the data were not normally distributed. Most students showed positive attitudes toward gender equality, especially female students. However, some male students were less supportive of women's roles in leadership and careers. Knowledge of gender equality among students remained low due to the absence of direct education from the boarding school. Perceptions were influenced by traditional values, and subjective norms reflected limited environmental support for gender equality. Statistical analysis showed no significant relationship between knowledge and attitudes ($p=0.797$), while both perception and subjective norms were significantly associated with attitudes ($p=0.000$). The study concludes that perceptions and subjective norms are significantly related to adolescents' attitudes toward gender equality, while knowledge is not. Students with positive perceptions and supportive subjective norms are more likely to have favorable attitudes. These findings highlight the importance of education and environmental support in shaping adolescents' attitudes toward gender issues.

Keywords: Gender, Knowledge, Perception, Attitude, Subjective Norms

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INTRODUCTION

Gender equality is one of the main agendas in the Sustainable Development Goals (SDGs), specifically in Goal 5, which is "Achieve gender equality and empower all women and girls" in research Murthi et al., 2017. Gender equality is not only interpreted as equality of roles between men and women, but also encompasses justice in access, participation, control, and benefits in various aspects (1).

Data from the Central Statistics Agency (BPS) shows that Indonesia's Gender Inequality Index (GII) in 2023 was 0.447, down from the previous year (BPS Indonesia, 2023). (2). In Lampung Province (BPS Prov Lampung, 2023), the GGI has also experienced a downward trend over the last five years, falling by 0.057 points. However, gaps in understanding gender equality are still evident, especially in religious-based educational institutions such as Islamic boarding schools (3).

In Navlia, 2020 research, the context of Islamic boarding schools, the discourse on gender equality often encounters resistance. This is inseparable from traditional understandings

derived from classical scholars' interpretations, which tend to place men in a dominant position compared to women (4). In Reni, 2017 research, the Salafiyah Syafi'iyah Islamic boarding school shows that women's access to education is often limited by unequal gender norms (5).

Meanwhile, in Ildsa et al., 2024 research health and gender-based education efforts have shown positive results. Education on gender equality among adolescents has been proven to significantly improve understanding, which found an increase in students' knowledge from 35% (pretest) to 78% (posttest) after counselling (6). Another study also emphasizes the importance of support also emphasizes the importance of support from family and social environments to achieve gender equality. However in Suharnanik, 2023 research, conditions in Islamic boarding schools generally still show a lack of education about gender. Darul Huffaz Islamic Boarding School in Pesawaran Regency, based on initial interviews with administrators, has never provided specific material on gender equality to its students. Even so, educational accreditation instruments have emphasized the importance of integrating gender equality values (BAN-PT) (7).

This study aims to address an issue that has not been widely discussed, focusing on the relationship between knowledge, perceptions, and subjective norms on adolescents' attitudes toward gender equality at the Darul Huffaz Islamic boarding school. In study of Afifah, I, (2024); Dewi & Zafi, (2020) by understanding the factors that influence adolescents' attitudes, especially students, towards gender equality, it is hoped that targeted educational and health promotion interventions can be designed, as well as encouraging the creation of a more equitable and inclusive pesantren environment (8, 9).

Attitude is a person's response to something. In this study Notoatmodjo (2020), attitude is the positive or negative response of santri (Islamic boarding school students) to gender equality. Knowledge is the result of a person's perception through the process of learning or experience. This study measures the extent to which santri know and understand gender equality (10). Perception to Swarjana, I, (2022) is the way a person interprets or gives meaning to something based on their experiences, culture, and beliefs. In this study, perception refers to how adolescents view gender equality in their surroundings (11). In Purwanto et al., (2022), Subjective norms are individuals' views of the expectations of people who have influence in their lives in . In this study, subjective norms are santri's views of the encouragement or pressure from influential people in the pesantren regarding their actions towards gender equality (12).

Previous studies have shown that knowledge is not related to attitude. Even if someone has good knowledge, their attitude is not always positive because attitude is more influenced by culture, social values, and ingrained habits. Perception has a significant relationship with attitude. Teenagers who have a negative perception of gender equality tend to exhibit negative attitudes as well. Perceptions are formed from experiences and the environment, so they greatly influence the way a person behaves. Subjective norms are the strongest factor influencing attitudes. Pressure or expectations from family, teachers, friends, and religious leaders cause adolescents to follow the views of their environment. If their environment does not support gender equality, then adolescents' attitudes also tend not to support it.

This research is important because there is still a lack of education on gender equality in Islamic boarding schools, especially at Darul Huffaz Islamic Boarding School, which to date

has never systematically exposed its students to this issue. In fact, Islamic boarding schools are religious educational institutions that have a major influence in shaping the values, perceptions, and attitudes of adolescents. In addition, research on gender equality in the context of Islamic boarding schools is still very limited, especially those that use a quantitative approach and the Theory of Planned Behavior (TPB) to examine the influence of knowledge, perceptions, and subjective norms on adolescent attitudes.

Therefore, this research provides an important basis for planning health promotion and gender education programs that are more contextual and in line with pesantren values, in order to create a more inclusive and equitable environment that is in line with the Sustainable Development Goals (SDGs).

METHODS

This research design uses a quantitative method with a cross-sectional approach to determine the relationship between knowledge, perceptions, and subjective norms with adolescents' attitudes toward gender equality. The research population consists of all students at the Darul Huffaz Islamic Boarding School, with a sample of 127 students. The research instrument uses a questionnaire consisting of 10 knowledge questions, 10 attitude statements, perceptions, and subjective norms. The number of questions, answer formats, and measurement scales for each variable in this study are described as follows. The knowledge variable was measured using a questionnaire containing 10 questions with multiple-choice answers (true or false), and scores were given on a scale of 0–100. The perception variable was measured using 10 questions on a four-point Likert scale (strongly agree, agree, disagree, strongly disagree), with measurement results expressed on a scale of 0–100. The subjective norm variable consists of 10 questions in the form of a four-choice Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) with a score range of 0–100. The attitude variable was measured using 10 questions with a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree), and the results were also presented in a score range of 0–100. Thus, all variables were measured using a consistent and comparable structured quantitative instrument.

The questionnaire has been tested for validity and reliability at the Tahfidzil Qur'an Darussa'adah Islamic Boarding School in Pesawaran, Lampung, with the results. Based on the results of validity and reliability tests, all research instruments were deemed suitable for use. Most questions on the variables of knowledge, perception, subjective norms, and attitudes were proven valid because the calculated r value was greater than the table r value. The reliability test results also showed that all variables had reliability coefficients above the r table, making the instruments reliable. Thus, the questionnaires used in this study are trustworthy and capable of measuring variables consistently.

Data collection was conducted using questionnaires that had undergone prior validity and reliability testing. In addition, field observations were also conducted to reinforce the data obtained from the questionnaire. The independent variables in this study included knowledge, perceptions, and subjective norms about gender equality, while the dependent variable was adolescents' attitudes toward gender equality. The collected data then underwent editing, coding, entry, and cleaning processes before being analyzed. Before conducting univariate and bivariate analyses, data normality tests were first performed on each variable using the

Kolmogorov-Smirnov normality test shows that all variables in this study are not normally distributed. This is indicated by the significance value for each variable being 0.000, which is below the specified limit of 0.05. Thus, the variables of attitude, knowledge, perception, and subjective norms are declared to not meet the assumption of normal distribution, so that the statistical analysis used must be adjusted to data that is not normally distributed.

Then, univariate analysis was performed to describe the frequency distribution and mean and standard deviation values of the attitude, knowledge, perception, and subjective norm variables. Meanwhile, bivariate analysis used a correlation test. According to Hastono (2020), correlation is used to see the strength and direction of the relationship between two variables. A correlation test was performed because the research data was in numeric form. Based on the Kolmogorov-Smirnov normality test, because the data was declared not normally distributed, the Spearman correlation test was performed. If the data was normally distributed, the Pearson correlation test was performed (13). Ethical approval has been granted, and an ethical review was conducted on March 5, 2025, at Malahayati University, with a statement declaring it ethically sound, with ethical compliance certificate number 4643 / EC / KEP–UNMAL / III / 2025.

RESULTS

Table 1 demonstrates that most of the santri respondents were 16 years old, amounting to 33.1%. The majority of respondents were female, amounting to 59.1%. The majority of respondents were in grade 11, amounting to 40.9%.

Table 1. Respondent Characteristics (n=127)

Characteristics	n	%
Age of Students		
15	19	15.0
16	42	33.1
17	40	31.5
18	26	20.5
Gender		
Male	52	40.9
Female	75	59.1
Grade		
10	43	33.9
11	52	40.9
12	32	25.2
Total	127	100

Univariate Analysis

Table 2 shows that the average score for attitudes toward gender equality is 58.46, with the lowest score being 51 and the highest score being 67. The average score for knowledge of gender equality is 79.29, with the lowest score being 50 and the highest score being 100. The average score for perceptions of gender equality is 32.80, with the lowest score being 24 and

the highest score being 39. Meanwhile, the average score for subjective norms is 32.28, with the lowest score being 26 and the highest score being 40.

Table 2. Univariate Analysis

Variables	Min	Max	Mean	Median	std	n
Attitudes	51	67	58.46	58.00	4.076	
Knowledge	50	100	79.29	80.00	13.521	127
Perceptions	24	39	32.80	33.00	3.300	
Subjective Norms	26	40	32.28	32.00	3.131	

Bivariate Analysis

Table 3. Relationship between knowledge and attitudes of adolescents regarding gender equality

Variable	Calculated Spearman's Rho	p-value	Description of Relationship
Knowledge	0.023	0.797	No significant relationship

Table 3 shows that the knowledge variable has a correlation with the attitude variable with a degree of relationship, namely no correlation and a negative relationship, so that the higher the knowledge, the higher the attitude. The correlation test results for the significant value of the knowledge and attitude variables is 0.797 ($p\text{-value} > 0.05$), which means that there is no correlation or relationship between the knowledge variable and the attitudes of adolescents regarding gender equality.

Table 4. Relationship between perceptions and adolescent attitudes toward gender equality

Variable	Calculated Spearman's Rho	p-value	Description of Relationship
Perceive	0.514	0.001	Significant relationship

Correlation is significant at the 0.01 level (2-tailed).

Based on Table 4, it is known that the perception variable has a meaningful relationship with the attitude variable, so the relationship is in the category of moderate correlation and is positive, which shows that the better the perception of adolescents regarding gender equality, the better their attitude. The correlation test results show a significance value of 0.000 ($p\text{-value} < 0.05$), so it can be concluded that there is a significant relationship between adolescents' perceptions and attitudes towards gender equality. Thus, an increase in positive perceptions has the potential to encourage the formation of attitudes that are more supportive of gender equality in the pesantren environment.. The correlation test results for the significant value of the perception and attitude variables is 0.000 ($p\text{-value} < 0.05$), which means that there is a correlation or relationship between the perception variable and the attitude of adolescents towards gender equality.

Table 5 demonstrates that the subjective norm variable has a significant relationship with the attitude variable. The relationship is in the strong correlation category and is positive, indicating that the more positive the subjective norms accepted by adolescents from their

surroundings, the more positive their attitudes toward gender equality. The correlation test results show a significance value of 0.000 ($p\text{-value} < 0.05$), so it can be concluded that there is a significant relationship between subjective norms and adolescents' attitudes towards gender equality. Thus, the support or positive influence of significant people around adolescents plays an important role in encouraging the formation of attitudes that are more supportive of gender equality.

Table 5. Relationship between subjective norms and adolescent attitudes toward gender equality

Variable	Calculated Spearman's Rho	p-value	Description of Relationship
Subjective norm	0.682	0.001	Significant relationship

Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

The relationship between knowledge and adolescents' attitudes toward gender equality

The knowledge of students at the Darul Huffaz Islamic Boarding School is quite good, especially female students who have a higher level of knowledge than males. Although they have never received direct education about gender equality, their knowledge can be obtained from various sources such as the environment, organizations, and social media.

Although according to theory the more knowledge a person has about gender equality, the more positive their attitude will be, the results of this study show that there is no significant relationship between knowledge and attitude. There are several reasons that could explain why these results do not match the theory. One of the main factors is the cultural and social norms in Islamic boarding schools or surrounding communities that still hold fast to traditional views about the roles of men and women. In addition, this study is in line with Azisah (2018) who states that negative attitudes toward gender equality arise because of long-established patriarchal values. Gender bias also plays a role, where people can unconsciously underestimate women, even though they know that women have the same potential. This is influenced by perspectives formed from the social and cultural environment, such as in Islamic boarding schools, which are difficult to change with knowledge alone (14). This finding is in line with the research by Pakarti et al. (2023), religious education even reinforces rigid gender roles and perpetuates inequality, such as limiting women to domestic roles (15). This study is in line with reserch Patel et al. (2021) that female students are more supportive of gender equality than male students, so it is necessary to include this issue in the school curriculum and hold campaigns in remote areas (16). To overcome this, Islamic boarding schools can hold training and coaching programs for teachers and staff, as well as campaigns or educational activities so that all boarding school residents better understand the importance of gender equality.

The relationship between perceptions and adolescent attitudes toward gender equality

It can be seen that the perception of gender equality among male students is still relatively low, but female students have a more positive perception of gender equality than male students, as can be seen from the respondents' answers to the perception variable. Based

on the results of this study, seventy-nine students are still in the negative perception category. The study states that this is due to a lack of information or exposure to gender equality in the daily lives of students at Islamic boarding schools and a lack of support from the boarding school environment regarding gender equality.

This study is in line with Mursidah (2020) that gender equality in Islamic boarding schools is important to build so that students have a fair view of the roles of men and women. Lack of understanding about gender equality often causes students to have misconceptions, such as thinking that women are inferior or only suitable for household chores (17). This study is in line with Fasawwa & Hanum (2023) which states that men are more suited to technical or challenging jobs, while women are more suited to gentle tasks, such as taking care of the house or playing with dolls. These perceptions can shape negative attitudes, such as belittling female students or not valuing their opinions. If left unchecked, this can have a negative impact on the social and religious lives of santri (18).

To address this issue, Islamic boarding schools can provide counseling and psychosocial support services that are open to all members of the boarding school community, including students, teachers, and staff. These services encourage students, teachers, and staff to feel safe and free to raise issues, particularly those related to gender inequality, in order to create a boarding school culture that is fair, inclusive, and respects equality.

The relationship between subjective norms and adolescents' attitudes toward gender equality.

Based on the results of the analysis, it can be concluded that the subjective norms of santri towards gender equality are still low. Female santri have higher positive subjective norms than male santri. These findings show that more than half of the santri respondents have not received adequate understanding and teaching about gender equality in the pesantren environment.

In general, the culture in Islamic boarding schools follows a strong hierarchical structure, where the kyai, as the teacher, is highly respected and his teachings tend to be accepted without question. The findings of this study are in line with the research Muhani et al. (2021) which found that from an early age, adolescents are shaped by social, cultural, and religious norms regarding gender roles. Environments such as family, school, and the media often reinforce the view that men are more dominant than women (19).

This study study Belingheri et al., (2021), discusses how gender norms are formed and practiced by male and female adolescents in Northern Nigeria, as well as the strong influence of culture, religion, family, and social environment on their understanding of gender roles. This contributes to the preservation of traditional views that consider men and women unequal. For example, in this Islamic boarding school, students are only taught that in Islam, only men have the right to be leaders. Therefore, more intensive education and socialization efforts on gender equality are needed in Islamic boarding schools so that students can understand and appreciate the roles of men and women fairly and equally. To overcome this, Islamic boarding schools can create policies that support gender equality, so that all rules and activities are fair for both male and female students (20).

CONCLUSION AND RECOMMENDATION

Research on the relationship between knowledge, perception, and subjective norms with adolescent attitudes towards gender equality at the Darul Huffaz Islamic Boarding School in Lampung concluded several key findings. In general, the average attitude of students towards gender equality was in the negative category (average score of 58.46). This negative attitude is reinforced by the students' average perception, which is also negative (average score of 33.00), and their subjective norms, which are considered poor (average score of 32.28). However, the students' average knowledge of gender equality is in the good category (average score of 79.29). In the analysis of the relationship between variables, it was found that there was no significant relationship between knowledge and attitudes of adolescents regarding gender equality. Conversely, there was a significant relationship between perception and attitude, as well as between subjective norms and the attitudes of adolescents regarding gender equality.

Based on the results of the study, Darul Huffaz Islamic Boarding School is advised to take several strategic steps to improve students' positive attitudes toward gender equality. These steps include organizing ongoing training and guidance for teachers and staff on gender equality so that they can guide students fairly without discrimination. The boarding school also needs to develop and strengthen policies that support gender equality, including strengthening the role of female scholars, revising the teaching curriculum, and promoting an education system that is open and fair to all students. In addition, the boarding school is recommended to provide a special budget for supporting resources, such as learning materials and gender-inclusive books. Finally, Islamic boarding schools must provide safe counseling and support services for students, teachers, and staff to report and address issues of injustice or violence, as well as organize campaigns and activities to raise awareness among all members of the pesantren about the importance of gender equality.

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